

ANIMALS THAT LIVE ON THE FARM ANIMALES QUE VIVEN EN LA GRANJA

How to Use this Guide

This Teacher's Guide contains information and notes for the ELL (English Language Learner) guided reading series titled *Animals that Live on the Farm/Animales que viven en la granja* published by Weekly Reader Early Learning Library. The series contains six bilingual books designed to help students develop their literacy skills in English, as well reinforce literacy skills in Spanish. These books can be used in either an ELL or dual-language classroom.

Through the use of this series, students are introduced to nonfiction expository text and content level materials that allow them to discover more about common farm animals and their surroundings. Since the books offer Spanish-language reading to the second-language learners, they serve to add confidence and assist students who are able to read in their native language. Students who are proficient and literate in their native language are then able to transfer many literacy skills to English as their oral language proficiency level increases.

The picture for each page of text provides a visual aid which can assist in the comprehension of the text. These visuals help students make connections between English and Spanish vocabulary and text.

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Creating a Balanced Literacy Classroom for ELL Students

Reading Aloud

Reading aloud provides a model of fluency and articulation and also builds listening comprehension. You read to the students acting as both author and reader (Mooney, 1990). Students are released from the responsibility of concentrating on the mechanics of reading as well as the decoding of a new language. This lowers the affective filter, allowing the students to concentrate on expanding their knowledge and vocabulary base as they listen to you, the teacher, read. While reading, the ELL teacher should also utilize techniques such as expressive gestures. Reading aloud may occur with the entire class, a small group, or an individual child.

Shared Reading

Shared reading mirrors the bedtime story, when reader and child interact with the text (Holdaway, 1979). You read with students as they interact with the text they cannot read for themselves (Mooney, 1990). This allows active participation as you explicitly teach and model reading strategies. In shared reading the students are engaged by "chiming in" in the predictable and patterned parts of the text. Also, it uses predictable and pattern language books with rhyme and repetitive phrases. Students have visual access to the text

in the form of big books, charts, overhead transparencies, etc. Shared reading usually occurs with the entire class.

Guided Reading

Guided reading provides a small group of students the opportunity to talk, think, and question their way through a text (Mooney, 1990). Each student holds a copy of the text. Reading is done by the individual students, while the teacher coaches. The teacher matches the reader with the appropriate text. As the text becomes more challenging, the teacher can provide necessary support. Guided reading can be done in either English or Spanish. Students can be grouped according to English proficiency levels or native language reading levels.

Independent Reading

Independent reading occurs at all stages of reading development. Students assume full responsibility and know where to go for help when their comprehension breaks down. The reading is done completely by the student, which offers them an opportunity for building fluency. Students can choose to read in either language as they read independently.

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Creating a Balanced Literacy Classroom for ELL Students *(continued from page 1)*

Modeled Writing

Modeled writing is a time for students to watch and listen as you think, talk, and write about any topic. As you write, think aloud about strategies, conventions, ideas, and language. This places you in the role of the author. You hold the pen as you write about your ideas. Modeled writing usually occurs in front of the whole class. ELL teachers can take the opportunity to model in authentic language and reinforce the structure of the English language so that it is appropriate to the oral proficiency levels of the students.

Shared Writing

Shared writing encourages you and the students to collaborate on a piece of writing together. Students share ideas and you record them. Together you negotiate ideas, language, and conversations about writing. You hold the pen and record contributions. At times, the teacher “shares the pen” with children while each writes something they know (a letter, a word, their name, etc.). Shared writing may occur with the entire class or a small group. The ELL teacher elicits students’ input to develop oral language skills and at the same time reinforces correct sentence structure and English gram-

mar. Phonological and phonemic awareness can also be stressed during this writing process.

Guided Writing

Guided writing follows modeled or shared writing. This is the time for the students to try out skills and strategies you have modeled. As students write, you provide support and guidance through individual or small group conferences. Students can participate in group or paired writing activities according to their level of English proficiency. The more advanced writers may also assist students who are at the beginning stages of writing.

Independent Writing

Independent writing allows students to experiment, gain fluency, and write freely. Sources of support such as word lists, word walls, and/or dictionaries should be present for student use. Students should be explicitly taught when and how to use the resources in the room to assist them during this time. Teachers should encourage writing in either language, as well as the use of word walls and bilingual dictionaries. Students should engage in invented spelling, as this is the beginning of the letter-sound connection for ELLs. Also, they should not be expected to write in complete sentences and with correct grammar from the beginning.

Literacy Centers

A balanced literacy program should provide explicit and flexible instruction in English within a meaningful context. Instruction should include reading and responding to literature, writing, and the development of skills, such as fluency, comprehension, phonics, phonemic awareness, and vocabulary. Literacy Centers are places that provide activities that reinforce and support a balanced literacy program.

Benefits of an ELL Literacy Center

- Invites students to practice and apply strategies that have been taught and modeled in shared and guided literacy lessons
- Promotes reading, writing, speaking, and viewing in both languages
- Allows students to manipulate language in both oral and written form
- Engages the learner through interaction
- Exposes students to a variety of texts
- Provides open-ended activities for students
- Enables the teacher to assess and evaluate the students’ use of literacy strategies
- Heightens the students’ awareness of the connections/similarities between both languages
- Improves English reading and writing proficiency levels as well as enhances native language literacy and comprehension skills
- Promotes bilingualism

ELL Literacy Centers and Their Purpose

Classroom Library — Provides students with a variety of printed material in different genres to practice reading skills and strategies. In an ELL or dual-language classroom, the classroom library should contain books in English as well as in Spanish. When selecting books in English, make sure that you select materials that closely match students’ oral and reading English proficiency as

well as varieties of genres, topics, and reading levels.

Listening Center — Increases speaking, reading, and writing vocabulary in both languages. Allows students to self-monitor fluency and progress in reading.

Literature Response Center — Gives students the opportunity to respond authentically to a text they have read or heard. Activity sheets allow students to respond in either language.

Poetry/Song Center — Encourages students to read and perform various poems with fluency and expression. Exposes the struggling reader and the second language learner to rhyme, rhythm, and repetition.

Research/Content Area Center — Integrates the study of science and social studies into the literacy hour. Provides students with time to interact with nonfiction texts. The text may introduce students to content-based vocabulary and information.

Language Center — Allows students to manipulate letters and words that can be integrated into their reading and writing experiences. Students can be Word Detectives as they search for words that have a common origin in English and Spanish, such as the words *animals* and *animales*.

Vocabulary Center — Enables students to build vocabulary by illustrating and/or defining key vocabulary words through the creation of a bilingual dictionary.

Writing Center — Provides the opportunity for students to practice the writer’s craft and target skills through self-selected topics and methods of presentation. Utilizing both languages enables students to express themselves according to their level of English language proficiency.

SPECIAL NOTE: Centers should be labeled in English & Spanish or with visual cues

ELL Guided Reading Lesson Format

The lessons in this guide are designed to provide support for ELL teachers planning guided reading. Teachers may also select a portion of each lesson, based on student needs and instructional focus. The following is an explanation of each component of the lesson plan. The lessons can be implemented during English or Spanish guided reading.

Book Title and Information

Here, you will find the book title and a summary. The section titled "Focus on the Reader" lists possible challenges to the native language or second language reader plus key vocabulary items.

Opening Conversation and Book Look

Beginning talk in a guided reading group should be conversational as you help students think through the pictures and the text. During this time you may also introduce and explain unfamiliar words/vocabulary or ideas. If the book is introduced in Spanish first, the ELL teacher is able to elicit prior knowledge through questioning, build background knowledge, and promote comprehension of the text. During the English lesson, discuss the pictures in the book and ask questions about each page to highlight key concepts and introduce new English vocabulary. During guided reading, the reader must work out difficult text by applying skills and strategies that have been previously taught and modeled. You are a coach or mentor in this process as you propel the students forward.

Individual Reading with Teacher Coaching

When students are comfortable enough to construct meaning in the text, they read independently while you listen to them access skills and strategies and use the cueing systems:

Semantics— Accessing meaning using their schema.
Example: Connecting words have a particular meaning (*then, so, finally*), non-literal meanings (*she is stuffy* means *she is very proper*)

Syntactics— Understanding the structure of the language and how it is organized. Example: *Then* can't be used at the beginning of a story. When a sentence starts with *Will*, we know that a question follows.

Graphophonics— Understanding the relationship between letters and sounds to make meaning of words.
Example: Letter sound combinations in English that

don't exist in Spanish (blends [sp, st], digraphs [sh, th, ph]) vowel sounds, spaces, punctuation, etc.)

During the reading process, the reader uses these cues while continuing to sample new text, to make predictions based on personal experience and background knowledge, and then to check and confirm the text by thinking about whether the reading makes sense. You may want to explain and make connections between strategies and skills that are common to both the English and Spanish language. You may also want to note the differences between the two languages. After reading, ask questions to support comprehension and connect the story to the students' experiences.

Strategies Mini-Lessons

This is a brief reminder of the skills and strategies that might have been used during reading.

Phonics Focus

This focus on words can be used for a mini-lesson or another guided reading session. Additional phonics reinforcement, word study, and vocabulary development can be integrated in the literacy centers.

Another Look (Revisiting and Responding to Text)

Here, you encourage students to revisit the book as they build new language (Spanish/English), oral fluency, and comprehension. This section helps you facilitate this process using authentic reading and writing experiences. If students are writing in their new language, allow for flexibility, since they need to build confidence as they apply the skills they are learning to their second language.

Practice and Apply Strategies (Literacy Center)

This section helps the reader revisit the text to practice and apply the skill or strategy learned in the context of a Literacy Center. With the bilingual books, students have the flexibility of revisiting the text in either language. This can reinforce language development as well as increase their content knowledge base.

Assessment

This section suggests opportunities to conduct both formal and informal assessments. Assessment can be done in either Spanish or English, depending on how the material is being used and should include performance-based and authentic assessments.

CHICKENS / LAS GALLINAS

Book Summary: In this inviting and instructive book about the behavior and life cycle of chickens, readers will learn interesting facts about feathers (*plumas*), chicks (*pollitos*), and animals that peep (*piar*) and peck (*picotear*).

Focus on the Text:

- Consistent placement of text
- Two to three sentences per page
- Glossary and Index
- Running word count: English/146; Spanish/156

Vocabulary:

chick – <i>pollito</i>	chickens – <i>gallinas</i>
coop – <i>gallinero</i>	down – <i>plumón</i>
feathers – <i>plumas</i>	rooster – <i>gallo</i>
eggs – <i>huevos</i>	insects – <i>insectos</i>

Focus on the Reader:

- Understanding informational text
- Decoding simple words in context
- Asking questions before reading
- Understanding simple facts about a topic

Opening Conversation and Book Look

- Elicit prior knowledge; b) Build background;
- Introduce the book

Call attention to the cover page and title page of the book:

Ask students to share what they know about chickens with the rest of the group. Keep in mind that the ELL students may be at different stages of language proficiency. In order to build prior knowledge, it may be best to introduce the book in the students' native language.

Vocabulary Preview: During the discussion period, introduce and explain unfamiliar words/vocabulary or ideas in both English and Spanish. Use pictures, drawings, as well as gestures to assist you in explaining or defining the vocabulary words. (Note: Implanting vocabulary involves the teacher using language from the text during previews and discussions.)

Picture Walk: Allow a few minutes for students to view all the pictures in the book. As a group, look at each picture and elicit student comments.

Teacher Read Aloud/Shared Reading: This should be done prior to independent reading. (Note: If students are to read independently, you may want to allow the less proficient English speakers to read the text in Spanish.)

Pages 4 - 5: Have the students read independently, or share read, this first page. Then allow them to share what else they notice about baby chicks.

Pages 6 - 7: Ask: *How do these chicks look different than the ones in the picture on page 5?* Have the students read independently, or share read with you, in order to find out what they will learn about chicks.

Pages 8 - 9: Think aloud: *I know that roosters are larger than other types of chickens and have something red on their heads.* (Note: As you do "think aloud", use the pictures of the rooster

and the chicken to demonstrate what it is that they are to look for.) *This makes me think that one of the animals in this picture might be a rooster. I am making this prediction based on my prior knowledge about chickens.* Explain that your eyes can look at the picture and scan the words to confirm or revise predictions about the contents of this page. Have the students read independently, or share read with you. (Note: As a prior activity explain to the students what is meant by "scan the text," as you model to the students with a big book or an overhead. You may want to replace the word "scan" with "read quickly." You may replace the term "prediction" with the question, "based on what you know, what do you think will happen next?" Then explain that their answers are predictions.)

Pages 10 - 11: Say: *Let your eyes scan the words and the pictures on pages 10 and 11 and make a prediction about what we will learn about chickens on these pages. Remember that when you scan, you look quickly over the words and think about what the text might say.* Have the students read independently, or share read with you, to check their predictions.

Pages 12 - 13: Ask: *What do you think these chickens are doing?* Give students a few moments to scan the text (page) and look at the picture. Students should read independently or share read with you.

Pages 14 - 15: Write the word *drink* on the chalkboard and sound it out slowly. To aid comprehension, you may want to use gestures that mimic drinking. Say: *When I look at this page, I notice the word "drink" right away. This makes me think we will learn here about how chickens drink.*

Pages 16 - 17: Say: *When I look at this page, I notice that there is a bold word (point to a bold word in the text). Bold words are darker than other words in the text. Why do you think this word is written in bold?* Briefly discuss students' thoughts and predictions.

Pages 18 - 20: Say: *Before you go back and read the book, scan (read quickly) the next few pages, or look at the pictures,*

and see what else you will learn about chickens. Look for any words or phrases that you think might be difficult. As students scan, note their behavior. Does it appear that they are actually paying attention to the text or are they simply turning pages? You may want to remind students briefly about how scanning helps the reader anticipate what he or she will read and learn in the text. Also, discuss any words that students will need to know to be successful when they read the text on their own.

Independent Reading with Teacher Coaching

Teacher observes for:

- Students using word-solving strategies to identify unknown words: (When applicable, reinforce strategy of looking for words that are similar in English and Spanish, such as *animal* and *animales*. This may aid students in identifying and reading new words.)
- Students understanding information as they read
- Oral reading fluency and phrasing
- Students who are limited readers may be allowed to read in their native language until they are more capable of reading independently in their second language.

Strategy Mini-lesson

Strategy: Asking Questions Before Reading

1. Think aloud: *Before I read a book, I usually start by thinking some things I want to know about the topic. Asking questions helps me think about what I read, so I can try to find answers.*
2. Continue to say: *When I look at the book **Chickens**, I wonder how many different kinds of chickens there are and whether all chickens lay eggs.* (Note: If students do not understand the question, use examples that compare different items such as books, shoes, or any other items that can easily be compared. You may want to reference the picture of the egg on page 5.)
3. Explain that sometimes answers to your questions are found in the text (what we read) and sometimes they are not. After reading the book **Chickens**, ask students to discuss, or tell, if the questions were answered.
4. Display several types of informational texts for your students to review. Give each student a piece of paper or a sticky note. Without telling which book they chose, and before reading the text, students should write a question or two on their paper or sticky note about one of the display books. Allow students to write their questions in either language or pair students together.
5. Let each student share his or her questions with the group. See if the group can guess which informational book the student chose. Circulate around the room and listen to the students as they share their questions. Allow flexibility for less proficient students; for example, allow them to point, draw, or use single words/phrases.
6. Remind the students that good readers ask questions in their head before and during reading.

Vocabulary Focus

Focus on syllabication using words from the book.

Write the following words from the book on a chart or the board: *chick, chickens, coop, down, feathers, fluffy, hatches, hen, predators, and rooster*. Have students use the activity sheet on page 6 of this guide to write words in the appropriate columns. You may want to have students practice listening for word parts by clapping them out before beginning this activity. If this is a new activity, teacher may want to model the activity on chart paper or on the board before having students do this worksheet independently.

Another Look (Revisiting and Responding to Text)

Reading:

- Have students read the book **Chickens** independently. As they read, ask each student to pick out his or her favorite part and practice reading it. Have each student share his or her selection with the group in a subsequent group meeting. Listen for fluency as students read their selections. Students who are limited speakers/readers may be allowed to read in their native language.

Writing

- Say: *There are many exciting things that happen on a farm. Think about what you know about chickens and write a story about what chickens might do all day on a farm.* (Note: If your students have limited background knowledge, you may want to bring in other books and resources prior to completing the activity.) Allow for flexibility in writing since students may be at different language proficiency levels.

Practice and Apply Strategies (Literacy Center)

Poetry: Read a Poem

- To aid in comprehension, the teacher may want to read the poem in the native language first.
- You may copy the poem(s) on page 7 of this guide on sentence strips or large pieces of chart paper, or make an overhead of page 7. Introduce the poem(s) to your students during shared reading. As you read the poem, use gestures and manipulatives to reinforce key words (e.g., *beak, feathers*). Ask students who have read the book **Chickens** to share how this poem is like the book.
- Remind students that poems should be read aloud with expression. Place the poem(s) in your Poetry Center along with pointers made from paint sticks or dowel rods. Students can practice reading the poem(s) with a friend.

Assessment

Listen to one or two students read the book **Chickens** individually. Students may read it in either language, depending on how the material is being used. Complete the oral fluency scale below:

1. Reading is word by word. Choppy. No flow (phrasing).
2. Reading is a little more fluid with phrasing. Long pauses make it difficult to understand the text.
3. Reading is fluid and easy to understand with little or no stopping.

Name / Nombre: _____

Date / Fecha: _____

Word Parts

Directions: Think of some words from the book, or use the words your teacher has posted. Try and find at least one word for each of the columns below. Say each word and clap it out to figure out how many parts it has. Write each word in the correct column below.

One-part words	Two-part words	Three-or-more-part words

Challenge: Choose four interesting words from the chart above. Write one sentence for each word on the back of this paper.

Partes de palabras

Direcciones: Piensa en algunas palabras del libro o las palabras indicadas por tu maestro/a. Pon una o más palabras en cada columna abajo. Pronuncia cada palabra y da una palmada por cada parte que tiene. Así puedes decidir en qué columna debes escribirla.

Palabras de una parte	Palabras de dos partes	Palabras de tres o más partes

Desafío: Escoge cuatro palabras interesantes de la gráfica arriba. Para cada palabra, escribe una oración al otro lado de esta hoja.

CHICKENS

Crack! Crack!
I see a beak!
Peep! Peep!
I see some eyes!

Crack! Crack!
The chicks hatch out
As if to say:
"Surprise! Surprise!"

Their feathers are fluffy,
They are made of down.
The chicks look for food
By pecking the ground.

They eat and drink
Out on the farm.
They sleep in the coop
Where they're safe from harm.

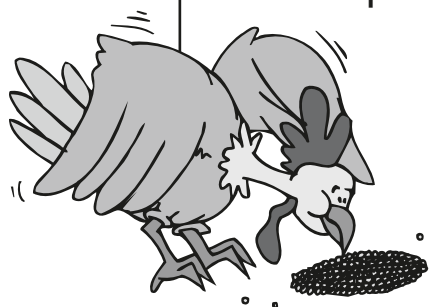
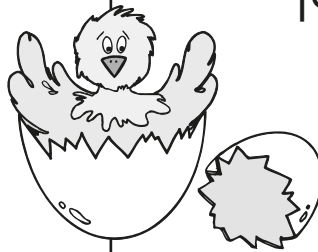
LAS GALLINAS

¡Crac! ¡Crac!
¡Veo un pico!
¡Pío! ¡Pío!
¡Veo unos ojos!

¡Crac! ¡Crac!
Parece que
los pollitos dicen:
"¡Sorpresa! ¡Sorpresa!"

Las plumas
forman el plumón.
Los pollitos picotean
la tierra buscando comida.

Comen y beben
al aire libre.
Duermen en el gallinero,
protegidos y cómodos.



COWS / LAS VACAS

Book Summary: In this inviting and instructive book about the behavior and life cycle of cows, readers will learn interesting facts about cattle (*ganado*), calves (*terneras*) and how they chew their cud (*bolo alimenticio*).

Focus on the Text:

- Consistent placement of text
- Two to three sentences per page
- Glossary and Index
- Running word count: English/144;Spanish/186

Vocabulary: (should add other words from Index)

bulls – toros	calf – <i>ternera</i>
cattle – <i>ganado</i>	cows – <i>vacas</i>
cud – <i>bolo alimenticio</i>	graze – <i>pastar</i>

Focus on the Reader:

- Understanding specialized vocabulary
- Reading for meaning
- Reading with phrasing and fluency
- Using an Index to find information

Opening Conversation and Book Look

- Elicit prior knowledge;
- Build background;
- Introduce the book

Call attention to the cover page and title page of the book:

Conduct a brief discussion about the title, cover, and back summary of the book. Ask students to share any prior knowledge they have about cows. Remind students that thinking about what you already know about a topic helps you prepare to read the book. Keep in mind that the ELL students may be at different stages of language proficiency. In order to build prior knowledge, it may be best to introduce the book in the students' native language.

Vocabulary Preview: During the discussion period, introduce and explain unfamiliar words/vocabulary or ideas in English and Spanish. Use pictures, drawings, as well as gestures to assist you in explaining or defining the vocabulary word. (Reminder: Implanting vocabulary involves the teacher using language from the text during previews and discussions.)

Picture Walk: Allow a few minutes for students to view all the pictures in the book. As a group, look at each picture and elicit student comments.

Teacher Read Aloud/Shared Reading: This should be done prior to independent reading. (Note: If students are to read independently, you may want to allow the less proficient English speakers/readers to read the text in Spanish.)

Pages 4 - 5: Have the students read independently, or share read, this page. Then ask them to identify the most important words on the page. Students should identify the words "cows/vacas", "bulls/toros", "cattle/ganado" and "calf/ternera." Discuss why it is important to understand these words. (Here, the key words, which students may not automatically identify, are all nouns.)

Pages 6 - 7: Ask: *What do you notice as you scan (read*

quickly) the words and look at the picture on pages 6 and 7? Have the students read page 6 independently, or do shared reading with you, in order to find out what they will learn about cows. (Note: As a prior activity, model and reinforce for the students what it is meant by "scan the text.")

Pages 8-9: Prior to scanning (read quickly) the words on this page, ask students to describe what the cattle in the picture are doing. If students do not bring up words like "grazing/pastar", or "outside/afuera", then you may want to include such words in your discussion. (This implanting, or reinforcing, of vocabulary helps prepares young readers to handle difficult words when they read independently.) You may want to have the students locate these words in the text so they can identify them when they read the book independently or do shared reading with you.

Pages 10-11: Read this page together and then ask: *Why do you think cows look away, or turn their backs, from the wind?* Listen to students' predictions and conduct a brief discussion using their answers. You may want to write down the predictions as a shared writing activity. (Note: Discussion can be done in either language).

Pages 12-13: Think aloud: *As I look at the picture on this page, I see the people feeding the cow. This makes me think that on this page we will read about what cows eat. We will read this page and see if my ideas are correct.* Explain to students that good readers make predictions, or ask questions, in their head as they read. (Note: Reinforce discussion on making predictions).

Pages 14-15: Ask: *Do you notice the bold word (dark print) on page 14? Why do you think it is written this way?* Explain that bold words are often explained in the words just before or just after. For example, just before the word "cud" appears on this page, it says "the food it chews is called." This tells the reader that cud is the food that cows chew (eat). Remind students that they may also have to use the Glossary to figure out unknown words.

Pages 16-20: Say: *Now I want you to go back to the beginning and read the book (individually or shared reading). Remember to think about everything you are learning about cows. If it is hard for you to read or understand what you read, you may want to read the page over again.* Have students go back and read the book from the beginning while you observe and guide them through the text. Look for any words or phrases that you think might be difficult. Discuss any words that students will need to know in order to be successful when they read the text on their own.

Independent Reading with Teacher Coaching

Observe students as they read independently. Many early readers have to read orally to be successful. Tell them to read in a quiet “book reading” voice or “whisper reading” voice so they do not disturb their neighbors. Explain to students that as you kneel or sit next to them, you will tap their shoulder to signal the time for oral reading. You may want to record any reading behaviors you note during this time and how students read for meaning. Are they able to orally summarize their reading? Do they reread when they don’t understand? Do they self-correct? If a student struggles on each page, he/she may not be ready to read independently in English. Additional support may be required.

Strategy Mini-lesson

Strategy: Using an Index to Find Information

1. Before conducting this mini-lesson, write some of the entries from the Index (on page 24 of the book) on small sticky notes or index cards. Students may choose several words to illustrate.
2. Ask students to skim and scan the information found in the book’s index.
3. Discuss how the Index can help readers find specific information about a topic.
4. Give each student or pair of students one or more of the index cards or sticky notes you have prepared with entries from the book’s index. (Note: when pairing students, more advanced students may be able to assist those who are at the beginning stages of reading and writing).
5. Ask students to use the Index to find information about their word(s) in the Index.
6. Students should share what they learned about their entry or entries.
7. Ask students to explain why they think their entries are included in the Index.
8. Remind students that an Index is used to locate specific information in an informational text quickly.

Vocabulary Focus

Many specialized vocabulary words are found in informational texts. Sometimes these words are featured in a Glossary with simple definitions, and other times they are referenced in the Index of the book. Ask students to look at the words in both of these places in the book **Cows**. (The Glossary is on page 22 and the Index is on page 24). They should select one or more words to explain to the group. Less proficient students can illus-

trate their words or use mime/gestures to aid them in defining the words. (You may want to connect this activity with the Strategy Mini-lesson above). For second language learners, additional time may be needed to reinforce difficult/new vocabulary and explain the terms Glossary and Index.

Another Look (Revisiting and Responding to Text)

Reading:

- Have students select a section of the book (two or more pages) to reread independently or with a partner. Students should practice orally summarizing their reading. (Note: Allow flexibility for students with limited reading skills.)

Writing:

- Read the text on page 8 aloud to the students. Explain that good writers describe things using strong verbs, or action words. First brainstorm and write down verbs. Ask students to identify the action words on this page that tell what happens when cows are outside (*graze, swish, and flick*). Have students look for strong verbs in other books. Then, copy page 10 of this guide for each student and ask him or her to select a picture from a magazine. Explain that they will use strong verbs to describe their picture. Remind them to tell what is happening in their picture. (Note: This activity may be done in cooperative groups or pairs in order to assist those who are less proficient in English. Peers can translate strong verbs for their partner.) Discussion of strong verbs should be done in the native language prior to teaching this activity. Students can then recognize the grammatical similarities in both languages when discussing verbs. If Spanish books are available, limited readers/writers can locate strong verbs in Spanish as well.

Practice and Apply Strategies (Literacy Center)

Art Center: Making a Cow

- Stock this center with enough materials for students to make their own cut-out cows. Let them use their own creativity and the book to create their cow. You may want to put construction paper, glue, scissors, markers, and felt in this center for students to use for this project. Let students write interesting facts about cows on their art work. Display these near your Research Center to encourage more inquiry and fact-finding in your classroom. Allow flexibility for less proficient students. They may label parts of a cow or provide simple facts about cows.

Assessment

Sit with each student individually and ask him or her to tell you what the book was mostly about. Use the form on page 11 of this guide to record student responses. Then ask each student to locate the following informational text features in this book: bold text, pictures, Glossary, and Index. As students locate these text features, ask them to explain how they help the reader understand the book topic better. Record student responses on the form. Use this information to plan future Strategy Mini-lessons for your small group sessions. Depending on the proficiency levels, this assessment may be done in English or Spanish.

Name / Nombre: _____ Date / Fecha: _____

Using Strong Verbs / El uso de los verbos fuertes

Directions: Glue a magazine picture to the paper. Think about what is happening in the picture. Use strong verbs and write about the picture in the writing box.

Direcciones: Pega una imagen de una revista en esta hoja de papel. Piensa en lo que está pasando en el cuadro. Usando verbos fuertes, escribe acerca de la imagen en la cajita con líneas.

Glue your picture here :
Pega la imagen aquí:

Write here :
Escribe aquí:



Name: _____ **Date:** _____

Book Title: _____ **Levels:** _____

Say: Tell me everything you remember about the book. / *Dime todo lo que recuerdas del libro.*

Record the student's response on the following lines: _____

If the student needs prompting, say: What else can you tell me? / *¿Qué más me puedes contar?*

Write a (P) and then add the prompted responses to the lines above.

Student retelling was: **Unprompted** **Prompted**

Say: I am going to name a feature of informational text. I want you to find it in the book.

Voy a decir algo del texto que se considera información. Quiero que lo busques en el libro.

As the student locates each of the text features, ask him or her to explain how it helps the reader to understand the topic of the book better.

Bold text: _____

Photographs: _____

Glossary: _____

Index: _____

GOATS / LAS CABRAS

Book Summary: In this inviting and instructive book about the behavior and life of goats, readers will learn interesting facts about horns (*cuernos*), beards (*barbas*), and animals that leap (*saltan*) and climb (*trepan*).

Focus on the Text:

- Consistent placement of text
- Two to three sentences per page
- Glossary and Index
- Running word count: English /138; Spanish/157

Vocabulary:

barn – <i>granero</i>	beards – <i>barbas</i>
farm – <i>granja</i>	goats – <i>cabras</i>
grain – <i>grano</i>	kids – <i>cabritos</i>

Focus on the Reader:

- Identifying important information
- Reading for meaning
- Asking questions before reading
- Decoding and understanding vocabulary in context

Opening Conversation and Book Look

- a) Elicit prior knowledge; b) Build background; c) Introduce the book

Call attention to the cover page and title page of the book: Discuss the title, cover, and back summary of the book. Ask students to share what they think they will learn as they read this book. (Note: In order to build prior knowledge, it may be best to introduce the book in the students' native language). Give each student a copy of the KWL chart on page 14 of this guide. Ask students to share what they already know about goats and have them make a list in the K section of their KWL chart. Then ask each student to write one or two questions in the W section. Explain that they will continue to add to the K and L sections of their KWL chart as they read the book. To assist students who are less proficient in English, you may want to have the students work in cooperative groups or pairs for this activity. Remember to allow for flexibility in writing since students may be at different language proficiency levels. You may want to consider allowing some of the students to use illustrations with labels to complete their KWL chart. Review how to use the KWL chart and the purpose for using it.

Vocabulary Preview: During the discussion period, introduce and explain unfamiliar words/vocabulary or ideas in English and Spanish. Use pictures, drawings, as well as gestures to assist you in explaining or defining the vocabulary words.

Picture Walk: Allow a few minutes for students to view all the pictures in the book. As a group, look at each picture and elicit student comments.

Teacher Read Aloud/Shared Reading: This should be done prior to independent reading. (Note: If students are to read independently, you may want to allow the less proficient English speakers/readers to read the text in Spanish).

Pages 4 - 5: Read the first page together. Discuss the picture on page 5 and the information from the text on page 4. Explain: *When I read I sometimes find information that I already know, and other times I read information that is new to me. For example, in this text I read something that I know – goats have horns. I also learned something new – a kid (a baby goat) can stand soon after it is born.* Remind students that as they read the book they will at times use the KWL chart to write information they have learned.

Pages 6 - 7: Think aloud: *I notice that the baby goat in this picture seems to be getting food from its mother. I wonder if in this page we will learn more about what goats eat.* Ask students to look through the text and see if their predictions or ideas are correct. Review the concept of making predictions.

Pages 8 - 9: Say: *The goats in this picture look small. This might mean that the book is going to continue with more information about kids, baby goats.* Leave this page for students to read independently or share read with you.

Pages 10 - 11: Ask: *What do you think we will read on this page?* Let students scan the sentences, or share read with you, and use the picture to confirm their thinking. You may have to discuss the words "horns" and "beards" with students.

Pages 12 - 13: Say: *When I read the first line on this page, it tells me that we will learn something about goats and the weather. Scan (read quickly) or share read the text to see if you can find out what goats do in warm weather.* Let students browse through the text and tell you what information is there. (Note: As a prior activity, explain to the students what it is meant by "scan the text," as you model to the students with a big book or an overhead. You may want to replace the word "scan" with "read quickly.")

Pages 14 - 15: Invite students to scan the text and look at the picture to find out what they will learn when they read this page.

Pages 16-17: Say: Read independently or share read this text. What do you think the words “carry loads” mean? Ask students to share their predictions. Discuss carrying loads briefly to help them understand this concept. If students do not understand the expression “carry loads,” mimic the action to give a visual interpretation.

Pages 18-20: Ask students to go to the beginning and have them either read individually or share read with you. Say: *Think about everything you are learning about goats. If you would like, you may add words or phrases to your KWL chart as you read.* Invite students to go back and read the book from the beginning while you observe and guide them through the text. You may allow the less proficient readers to read with a partner or read with you individually.

Independent Reading with Teacher Coaching

Observe students as they read the text independently. Many early readers have to read orally to be successful. Tell them to read in a quiet “book reading” voice or “whisper reading” voice so they do not disturb their neighbor. Explain to students that as you kneel or sit next to them, you will tap their shoulder to signal the time for oral reading. As each reader reads aloud, listen and coach him or her through the difficult parts of the text. If a student struggles on each page, he/she may not be ready to read independently in English. Additional support may be required. Students with very limited English skills may be allowed to read in their native language.

Strategy Mini-lesson

Strategy: Reading for Meaning

1. Think aloud: *Good readers are always thinking about what they already know about a topic and what they are learning. Let's have each of you compare your KWL chart with a partner.* Ask students to find things that may be similar (same) and different in their KWL charts.
2. Create a big KWL chart on a large chart tablet or the board. Ask each pair of students to give you one or more sentences for each section of the chart. You may want to illustrate and label some of the students' questions and findings.
3. Slowly visit each section. Begin by reading aloud what students already knew about goats. Note if there are any statements that appear in both the K section and the L section. Ask students how a statement could appear in both columns.
4. Students should continue adding to the chart, using details and information from the text.
5. Next, review students' questions about goats from the W section. Ask students to browse through the text quickly and write page numbers where the answer to each question might be found.
6. Finally, add any other new learning to the L section of the chart. Ask students to share how thinking about their

learning helps them understand goats and what they do on the farm.

7. Remind students that good readers remember and think about what they read.

Vocabulary Focus

Many specialized vocabulary words are found in informational texts. Sometimes these words are featured in a Glossary with simple definitions. Ask students to look at the Glossary on page 22 of this book. They can discuss why they think each vocabulary word is included in the Glossary. For an additional activity, have students browse through the text to find other vocabulary words that could be included in the Glossary. They can use a small sticky note to write a simple definition and add it to the Glossary at the back of the book. Some words not included in the book's Glossary: *beards, horns, kid, wool.* Note: You may want to spend additional time explaining the term Glossary, and its use.

Another Look (Revisiting and Responding to Text)

Reading:

- Each student should select a page or pages from the book **Goats** that he or she finds most interesting. They can practice reading their selection aloud, on their own or with a partner. Ask each student to share his or her favorite page(s) with the group.

Writing:

- Ask students to pretend that they are going to get a pet goat. They should write about how they would care for this new pet. Remind them to use details and information from the book to help them write. In order to assist the less proficient English speaker/writer, you may allow students to work with partners or in small groups.

Practice and Apply Strategies (Literacy Center)

Word Work: Make a Rhyme

- Copy, cut apart, and laminate the word cards on page 15 of this guide. Place these cards in your Word Work Center. Students can practice matching up the rhyming words. In addition, provide students with magnetic letters, wiki sticks (small waxed pipe cleaners available at teaching supply stores), or letter cards to practice making these words. (Note: The Spanish words for this activity do not rhyme.)

Assessment

Listen to one or more students read individually. As they read, note the following things in context:

- Did the students read all the way through the hard words?
- Did they use picture clues? Sound out? Reread?
- Did they read the text easily, or did they have to problem-solve?

Name / Nombre: _____

Date / Fecha: _____

Goats / Las Cabras

What do you **Know**?

¿Qué **sabes**?

What do you **Want** to

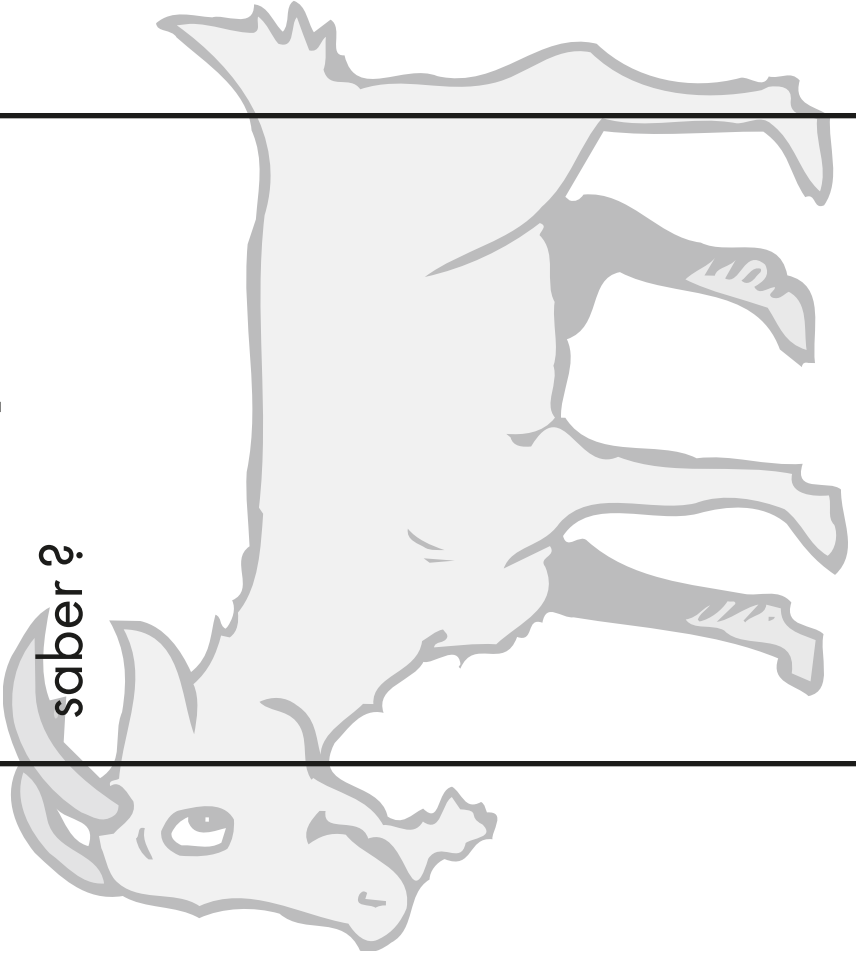
Know?

¿Qué más **quieres**

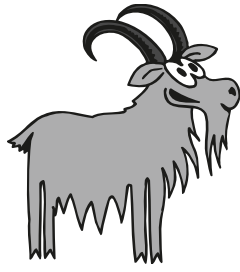
saber ?

What did you **Learn**?

¿Qué **aprendiste**?



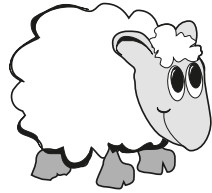
goat



coat



sheep



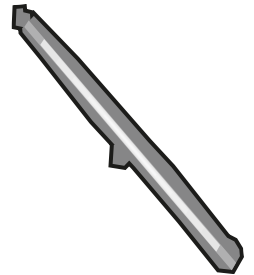
sleep



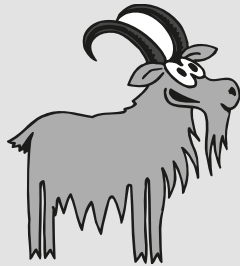
chick



stick



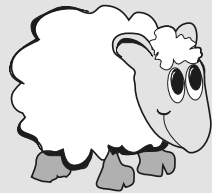
cabra



abrigo



oveja



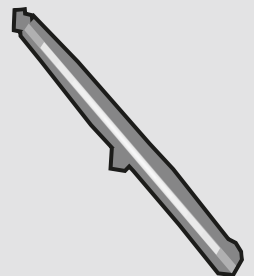
dormir



pollito



palito



HORSES / LOS CABALLOS

Book Summary: In this inviting and instructive book about the behavior and life cycle of horses, readers will learn interesting facts about foals (*potros*), yearlings (*potrancos*), and animals that trot (*trotar*) and gallop (*galopar*).

Focus on the Text:

- Consistent placement of text
- Two to three sentences per page
- Glossary and Index
- Running word count: English/144 words; Spanish/159

Vocabulary:

foal – *potro* gallop – *galopar*
graze – *pastar* yearling – *potranco*

Focus on the Reader:

- Identifying important information
- Reading for meaning
- Decoding and understanding vocabulary in context
- Summarizing text

Opening Conversation and Book Look

- a) Elicit prior knowledge; b) Build background;
c) Introduce the book

Call attention to the cover page and title page of the book:

Ask students to share what they know about horses with the rest of the group. Keep in mind that the ELL students may be at different stages of language proficiency. In order to build prior knowledge, it may be best to introduce the book in the students' native language.

Vocabulary Preview: During the discussion period, introduce and explain unfamiliar words/vocabulary or ideas in both English and Spanish. Use pictures, drawings, as well as gestures to assist you in explaining or defining the vocabulary words. Whenever possible, highlight vocabulary words that are similar in English and Spanish such as trot (*trotar*) and gallop (*galopar*). (Note: Implanting vocabulary involves the teacher using language from the text during previews and discussions. This prepares young readers for when they encounter the word or words in the text.)

Picture Walk: Allow a few minutes for students to view all the pictures in the book. As a group, look at each picture and elicit student comments.

Teacher Read Aloud/Shared Reading: This should be done prior to independent reading. (Note: If students are to read independently, you may want to allow the less proficient English speakers to read the text in Spanish.)

Pages 4 - 5: Read the first page together. Ask students to locate the bold word "foal" in the text. Discuss why this word is written in bold. Explain that this is the way special vocabulary words are highlighted in informational texts. Make sure students understand the word "foal" before moving on to the next page. Note: To reinforce prior knowledge, ask students to tell you the names of other baby animals that they have learned so far such as chick, calf, and kid.

Pages 6-7: Think aloud: *I notice that the baby foal in the picture seems to be getting food from the ground. I wonder if we will learn more about what young horses eat.* Ask students to browse, or look through, the text and see if they can confirm this prediction. (Note: You may need to discuss and define the word *graze*.)

Pages 8-9: Say: *What do you notice about the text and the picture on these pages?* Listen to students' thoughts and accept any reasonable observations. Support students who need it by adding any necessary information. Leave this page for them to read independently or share read.

Pages 10-11: Ask: *What do you think we will read on this page?* Let students scan the sentences and use the picture and bold text to confirm their thinking. You may have to discuss the word "yearling" with students.

Pages 12-13: Say: *When I read the first sentence on this page, it tells me that we will learn about how horses move.* Scan (look through) to see if you can find out what else we will learn on this page. Let students browse through the text and tell you what information is there.

Pages 14-15: Invite students to scan the text and the picture to find out what they will learn when they read this page. Help students solve any unknown or difficult words. Let students read silently to confirm their thinking before moving on to the next page.

Pages 16-17: Say: *Read this page to yourself. Why is it important for the horse to hear well?* Ask students to share their prediction. Students should locate words in the text that help confirm their thinking.

Pages 18-20: Say: *Now I want you to go back to the beginning and read the book on your own (or share read).* Remember to think about everything you are learning about horses. Invite students to go back and read the

book from the beginning while you observe and guide them through the text.

Independent Reading with Teacher Coaching

Observe students as they read the text independently. Many early readers have to read orally to be successful. Tell them to read in a quiet “book reading” or “whisper reading” voice so they do not disturb their neighbors. Explain to students that as you kneel or sit next to them, you will tap their shoulder to signal the time for oral reading. As each reader reads aloud, listen and coach him or her through the difficult parts of the text. You may also want to record any reading behaviors you note during this time. These observational notes can be used to determine appropriate Strategy Mini-lessons for future group meetings. If a student struggles on every page while reading in English, then he/she may not be ready to read independently. Additional support may be required.

Strategy Mini-lesson

Strategy: Summarizing Text

1. Conduct a shared writing activity summarizing the book with your students. Shared writing may be done on the board, a piece of chart paper, or on overhead. Say: *When I finish reading an informational book, I need to think about what I learned about the topic. Sometimes it is helpful for me to make a list in my head. Other times, I need to write down a quick summary.* (If necessary, define the word *summary* for the group.)
2. Continue to say: *Let's think about everything we learned when we read the book.*
3. Let students share what they learned from the book. Record their answers on a chart or the board.
4. When you have recorded all the responses, go back and read the generated list.
5. Think aloud: Now that we have a list, we need to pick out the most important information and see if we can put it into one or two sentences. Ask students to help you write one or two sentences using the information from the list.
6. Remind students that good readers summarize what they read. This helps them understand text.
7. Students can practice summarizing using another piece of simple informational text. This can be done in pairs or cooperative grouping.

Vocabulary Focus

Many specialized vocabulary words are found in informational texts. Copy and laminate the word cards on page 18 of this guide. Cut the cards apart and give one to each student in the group. Each student should look at his or her word and

locate it in the text of the book. Each student should then explain why his or her word is important in this book. Allow flexibility for less proficient students. Students can explain this information in their native language or have an advanced partner present the words to the class.

Another Look (Revisiting and Responding to Text)

Reading:

- Each student should read the book **Horses** with a partner. Students can alternate pages as they read. Remind them to help each other solve any unknown or difficult words. Students who are limited English readers may be paired with more advanced readers who can assist them with reading through the text.

Writing:

- Copy the form on page 19 of this guide for each student. Ask students to think about what they learned about horses from this book. Students can write one fact in each box and then illustrate each fact. Have them cut the boxes apart and staple them together to create a little book titled *Horse Facts*. The little books could be done in either language.

Practice and Apply Strategies (Literacy Center)

Word Work:

- Reproducing and Reading Words
- Place the word cards from page 18 of this guide that you created for the Vocabulary Focus lesson above in your Word Work Center. Provide students with wikki sticks (waxed pipe cleaners available at teaching supply stores), pipe cleaners, magnetic letters, or play dough. Students should use the word cards and reproduce each word using the materials provided. They can practice reading the words to a partner. Students can also practice putting the words in alphabetical order. It may be appropriate to have the words in English on one side and Spanish on the other or have the words for each language on separate cards. Students can then match English and Spanish vocabulary words.

Assessment

Listen to one or more students read individually. As they read, note the following things in context:

- Did the students read all the way through the hard words?
- Did they use picture clues? Sound out? Reread?
- Did they read the text easily, or did they have to problem-solve?

Note: If the book was too easy for a student, then consider a higher-level book. If the book was too difficult, then the student is not ready to read the book independently.

farmers

foal

graze

grain

rider

horses

granjeros

potro

pastar

grano

jinete

caballos

Horse Facts / Datos acerca de los caballos

by/ por _____

PIGS / LOS CERDOS

Book Summary: In this inviting and instructive book about the behavior and life cycle of pigs, readers will learn interesting facts about piglets (*lechones*), snouts (*hocicos*), and animals that grunt (*gruñir*) and squeal (*chillar*).

Focus on the Text:

- Consistent placement of text
- Two to three sentences per page
- Glossary and Index
- Running word count: English/139 words; Spanish/172

Vocabulary:

grain – <i>grano</i>	grunt – <i>gruñido</i>
leather – <i>cuero</i>	piglets – <i>lechones</i>
snout – <i>hocico</i>	snuggle – <i>arrimarse</i>

Focus on the Reader:

- Identifying important information
- Decoding simple words in context
- Practicing directionality in reading
- Using a Glossary and an Index

Opening Conversation and Book Look

- Elicit prior knowledge;
- Build background;
- Introduce the book

Call attention to the cover page and title page of the book:

Conduct a brief discussion about the title and cover of the book. Ask each student to share any prior knowledge he or she has about pigs and farms. Explain to students that in this book, they will read all about pigs. Remind them to think about what they are learning as they read. Keep in mind that the ELL students may be at different stages of language proficiency. In order to build prior knowledge, it may be best to introduce the book in the students' native language.

Vocabulary Preview: During the discussion period, introduce and explain unfamiliar words/vocabulary or ideas in both English and Spanish. Use pictures, drawings, as well as gestures to assist you in explaining or defining the vocabulary words. (Note: Implanting vocabulary involves the teacher using language from the text during previews and discussions.) Whenever possible, highlight vocabulary words that are similar in English and Spanish.

Picture Walk: Allow a few minutes for students to view all the pictures in the book. As a group, look at each picture and elicit student comments.

Teacher Read Aloud/Shared Reading: This should be done prior to independent reading. (Note: If students are to read independently, you may want to allow the less proficient English speakers to read the text in Spanish.)

Pages 4 - 5: Read the first page together. Discuss the picture on page 5. Ask students to discuss what the word "snuggle/*jun-tarse*" means. If necessary, discuss the bold word "piglet/*lechones*." As you point to the bold word, reinforce that bold words are darker than other words in the text.

Pages 6 - 7: Read this page together. Have students point to

the words as they read. Ask students to discuss how their prior knowledge helps them figure out the sound words on this page ("grunt/*gruñir*," and "squeal/*chillar*"). It may be necessary to review these sound words or mimic the sounds during the vocabulary preview time.

Pages 8 - 9: Ask students to locate the word or words that tell what these pigs are doing.

Pages 10 - 11: Ask: *What do you think the person in this picture is doing?* Let students scan the text to confirm their answers. Leave the page for students to read on their own during independent reading or share read. Explain the meaning of "leftovers/*sobras*."

Pages 12 - 13: Ask: *What do you notice about this pig?* Ask students to discuss any connection they can make between pigs and mud. If this was discussed earlier in the book preview, make a connection to that discussion and ask students to note any new information this page gives them about pigs and mud.

Pages 14 - 15: Invite students to scan this text to find out what they will learn when they read this page. (Note: As a prior activity, explain to the students what is meant by scan the text, as you model to the students with a big book or overhead.) You may want to replace the word scan with "read quickly."

Pages 16 - 17: Ask: *What do you think we will read about pigs on this page?* Remind students to use the picture and the bold text to help them make a prediction. Students should locate other words in the text that help confirm their thinking. You may want to replace the term *prediction* with the question, "Based on what you know, what do you think will happen next?" Then explain that their answers are predictions.

Pages 18 - 20: Say: *Now I want you to go back to the beginning and read the book* (individually or shared reading). *Remember to think about everything you are learning about pigs while you read.* Invite students to go back and read the

book from the beginning while you observe and guide them through the text. Look for any words or phrases that you think might be difficult. Discuss any words that students will need to know in order to be successful when they read the text on their own.

Independent Reading with Teacher Coaching

Observe students as they read the text independently. Many students at this age have to read orally to be successful. Tell them to read in a quiet “book reading” or “whisper reading” voice so they do not disturb their neighbors. As they read, listen and coach them through the difficult parts of the text.

Strategy Mini-lesson

Strategy: Identifying Important Information

1. Think aloud: *When I read informational books, I know that there are many important words or ideas to help me understand the topic or what the book is about. Today I want to think about important words from the book Pigs.* Then ask: *How do you think we will know what words are important?* Accept all reasonable responses.
2. Assign each student one or more pages of the book to reread. Make sure all pages are assigned to a student. (Some students may reread more than one page.) Students can also reread with a partner.
3. Give each student a copy of the note-taking form on page 22 of this guide and a pencil. Say: *As you read your page(s), I want you to write down the most important words you find on your chart.* Remind students how they know which words are important.
4. Give students time to read their page(s). Help them as they record their words. Then let each student share his or her words with the group.
5. Say: *Sometimes the important words or ideas in a book are listed in the Index or the Glossary. An Index allows the reader to find only what he or she wants to read in a book, and a Glossary helps the reader understand difficult words.*
6. Give students an opportunity to look through this book's Index (on page 24) and Glossary (on page 22). Explain that some important words might not be in the Index or Glossary. Students can put a check mark on their charts to show if their words are in the Index, the Glossary, or both.
7. Look for Indexes and Glossaries in other informational books, and share them with your students. If students have read the other books in this series, have them look at the Indexes and Glossaries in these books as well.
8. Remind students that good readers practice thinking about the most important information as they read.

Vocabulary Focus

- Let each student write one or more of the important words they found in the Strategy Mini-Lesson above on a chart or the board. Tell students that one way to discuss vocabulary is to say something about a word. Let students take turns saying something about the words they have recorded while you point to the words at random. Help clarify any information or definitions that students need. Students who are less proficient may want to explain the words in their native language or use illustrations, gestures, etc.

Another Look (Revisiting and Responding to Text)

Reading:

- Have students read the book **Pigs** with a partner. Give each student five or six pieces of highlighting tape. They can reread the book and highlight the important words on each page. For a more permanent assessment, ask students to make a list of the important words they find.

Writing:

- Ask students to think about what a pig's day is like. They should use the information from the book and their prior knowledge to write about a day in the life of a pig. If appropriate, make and post a list of farm words that students can use when they write. Allow flexibility for less proficient students. They may illustrate daily activities or provide simple facts.

Practice and Apply Strategies (Literacy Center)

Research Center: Let's Find Out

- Place a copy of the book **Pigs** and page 23 of this guide, along with clipboards and pencils, in your Research Center to encourage students to revisit the text. Students can use the book to locate information about pigs and the farm.

Assessment

Listen to students read the text individually. As each student reads, note the following things in context:

- Is the student attempting to sound out the hard words?
- Does the student use picture clues? Reread? Skip unknown words?
- Is the student able to tell what the book is mostly about?
- Is the student reading word - by - word or with fluency?

Note: If the text was too easy for a student, then consider a higher-level book. If the book was too difficult, the student may not be ready to read independently in English.

Name / Nombre: _____

Date / Fecha: _____

Using the Index and the Glossary

Directions: Look through some pages from the book. Write the most important words from your pages in the chart below. Look in the Index and the Glossary of the book to see if your words are located there. Put a checkmark in the column that shows where each word can be found.

Word	This word is on page:	It is in the Index	It is in the Glossary	It is NOT in the Index or Glossary

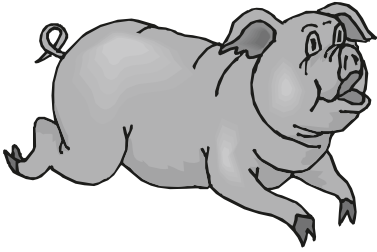
Challenge: Choose three words from the chart or the book and write one sentence for each on the back of this paper.

El uso del índice y del glosario

Direcciones: Mira algunas páginas del libro. Escribe las más importantes en la gráfica abajo. Consulta el índice y el glosario del libro para averiguar si tus palabras están allí. Pon una contraseña en la columna que muestra dónde se puede localizar cada palabra.

Palabra	Esta palabra está en la página:	Está en el índice	Está en el glosario	No está en el índice ni en el glosario

Desafío: Escoge tres palabras de la gráfica o del libro y para cada palabra, escribe una oración al otro lado de esta hoja.



Let's Find Out

Directions: Use the book **Pigs** to help you complete the following sentences. Cut and glue the correct word in each sentence.

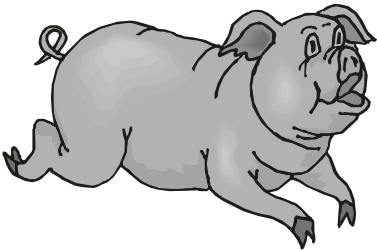
Pigs have a good sense of _____.

Pigs _____ faster than any other farm animal.

A mother pig calls her _____ with a _____.

Pigs stay cool by rolling in the _____ or _____.

mud		hearing		grow	
water		piglets		grunt	



Busquemos respuestas

Direcciones: Usa el libro **Los Cerdos** para completar las frases siguientes. Recorta y pega la palabra correcta en el espacio dado para cada frase.

Los cerdos tienen un buen sentido de _____.

Los cerdos _____ más rápido que cualquier otro animal de la granja.

La madre llama a los _____ con un _____.

Los cerdos se refrescan revolcándose en el _____ o el _____.

lodo		oído		crecen	
agua		lechones		gruñido	

SHEEP / LAS OVEJAS

Book Summary: In this inviting and instructive book about the behavior and life cycle of sheep (*ovejas*), readers will learn fascinating facts about lambs (*corderos*), ewes (*ovejas femeninas*), and animals that grow fleece (*vellón*).

Focus on the Text:

- Consistent placement of text
- Two to three sentences per page
- Glossary and Index
- Running word count: English/134 words; Spanish/149

Vocabulary:

ewe – <i>hembra de la oveja</i>	farmers – <i>granjeros</i>
fleece – <i>vellón</i>	flock – <i>rebaño</i>
barn – <i>granero</i>	sheep – <i>oveja</i>

Focus on the Reader:

- Understanding information about a topic
- Decoding simple words
- Practicing fluency in reading
- Thinking about one's reading

Opening Conversation and Book Look

- Elicit prior knowledge; b) Build background; c) Introduce the book

Call attention to the cover page and title page of the book:

Conduct a brief discussion about the title and cover of the book. Ask each student to share any prior knowledge he or she has about sheep. Explain to students that in this book, they will read important information about sheep on the farm. Keep in mind that the ELL students may be at different stages of language proficiency. In order to build prior knowledge, it may be best to introduce the book in the students' native language.

Vocabulary Preview: During the discussion period, introduce and explain unfamiliar words/vocabulary or ideas in English and Spanish. Use pictures, drawings, as well as gestures to assist you in explaining or defining the vocabulary words. Whenever possible, highlight vocabulary words that are similar in English and Spanish such as grain/*grano*.

Picture Walk: Allow a few minutes for students to view all the pictures in the book. As a group, look at each picture and elicit student comments.

Teacher Read Aloud/Shared Reading: This should be done prior to independent reading. (Note: If students are to read independently, you may want to allow the less proficient English speakers to read the text in Spanish.)

Pages 4-5: Read the first page together. Discuss any prior knowledge students have about lambs running and playing. (Note if students make connections to the song "Mary Had a Little Lamb." Explain that making this type of connection helps readers when they are reading about a topic that is new or unfamiliar to them. If students are not familiar with the song you may want to introduce it before the lesson.)

Pages 6-7: Say: *When I look at the picture on page 7, I think this is a mother sheep and her baby.* Read the text together.

Have students point to the words as they read. Ask students to note the words that name some of the things they see in the picture.

Pages 8-9: As you point to the bold word in the text say: *When I look at this page, I see a bold word.* (Note: Explain that bold words are darker than other words in the text.) *This makes me think that this is a very important word. Let's figure out what it means.* Observe as students decode and define the word "ewe." Coach them if necessary.

Pages 10-11: Ask: *What do you think we will read on this page?* Let students scan the sentences and use the picture to confirm their thinking. (Note: You may need to explain and model what is meant by "scanning the text." Explain that scan means to "read or look through quickly.") As students read, note if they are making connections to the bold word on the page.

Pages 12-13: Say: *The people in this picture look like they are dressed very warmly. What do you think this means?* Let students browse, or look through the sentences, and tell you what information is there that explains this picture.

Pages 14-15: Invite students to scan the text and the picture to find out what they will learn when they read this page.

Pages 16-17: Ask: *What do you think we will read about on this page?* Remind students to use the picture and bold text to help them make predictions. Students should locate words in the text that help confirm their thinking. (Note: You may replace the word prediction with the question, "Based on what you know, what do you think will happen next?" Then explain that their answers are predictions.)

Pages 18-20: Say: *Now I want you to go back to the beginning and read the book (individually or shared reading). Remember to think about everything you are learning about sheep as you read.* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

Independent Reading with Teacher Coaching

Observe students as they read the text independently. Many students at this age have to read orally to be successful. Tell them to read in a quiet “book reading” voice or “whisper reading” voice so they do not disturb their neighbors. As they read, listen and coach them through the difficult parts of the text. If a student struggles while reading in English, then he/she may not be ready to read independently and may require additional support.

Strategy Mini-lesson

Strategy: Thinking About My Reading

1. Think aloud: *I know that the author of this book wants us to understand all about sheep on the farm. She describes the sheep using many special words. Good readers should be able to remember what they read.* Note: Make sure students understand what an author does.
2. Give students a brief time to revisit the text. Tell them they will need to remember what the book is mostly about. Copy, cut apart, and laminate the cards on page 26 of this guide.
3. Tell students that you are going to hold up a card that describes something about sheep. Explain that some of the words are not found in the text of the book but are in the pictures. The students should tell why each word is important to the book. Note: The pictures/drawings representing the words *flock*, *sheep*, *lamb* and *fleece* may not clearly depict the meaning of these words. Therefore, as you hold up each card you may want to explain the words. Also, make sure students understand the term *female*.
4. As you hold up the word cards, invite students to share what they know both from reading the text and looking at the pictures.
5. After a student shares, ask him or her to go back to the book to confirm his or her thinking.
6. Remind students that good readers remember and think about what they read.

Vocabulary Focus

When students read an informational text, it is important for them to think about the specialized vocabulary in the text. The vocabulary helps them know and understand more about the topic. Strategic readers can sort and organize vocabulary into categories. Have students use the word cards from the Strategy Mini-lesson above and/or write selected vocabulary words from the Glossary and Index of the book on small index cards. Students can then practice thinking about word meanings and sorting the specialized vocabulary using the following headings: food, places on the farm, and sheep. Students can add other words from the text to each heading. (Note: This activity can be done in both languages to ensure comprehension).

Another Look

(Revisiting and Responding to Text)

Reading:

- Students can reread the book **Sheep** with a partner. They

can help each other solve any unknown words using the strategies you have discussed during the book introduction, coaching, or Strategy Mini-lesson.

Writing:

- Tell students to think about the song “Mary Had a Little Lamb.” The writer of that song had to know a lot about sheep since she mentions how the lamb plays and how its fleece (fur) looks as white as snow. (Note: The song may need to be introduced, perhaps in the form of a big book, so students can become familiar with the lyrics and meaning of the song.) Have students make up a story about a sheep. They should use details and information from this book in their writing. (Note: You may want to write the story as a class or have small groups of students collaborate and write a story as a group. Allow limited English speakers to write their stories in Spanish or assign them a partner that can assist them in translating their ideas into English.)

Practice and Apply Strategies (Literacy Center)

Word Work: Changing Letters to Make New Words

- Write the word *sheep* on an index card. Explain that you can make new words by changing the first letters. Give students magnetic letters or letter cards. They should change only the letters /sh/ to make new words. Explain that some words that rhyme with “sheep” may be spelled -eep instead of -eep. Students can make sure their words are -eep words using the word wall or a dictionary. (Note: This may be an opportunity to reinforce a phonics lesson on long e words in English.)
- Some -eep words students might make are: *beep*, *bleep*, *cheep*, *creep*, *deep*, *jeep*, *keep*, *peep*, *seep*, *sleep*, *steep*, *sweep*, *weep*. Note: If students have difficulty with this activity, you may want to do it as a group. As you create the new words take the opportunity to define them to the students.

Assessment

Use page 27 of this guide to make an oral reading assessment of students as they read part of the book individually. As each student reads pages 4–16, note the following things in context.

- Did the student read all the way through the hard words?
- Did the student use picture clues? Sound out? Reread?
- Did the student read the text easily, or did he or she have to problem-solve?

After they complete the oral reading record, ask each student to complete an oral retelling. Consider the following:

- Does the student recall important information from the text?
- Does the student use any specialized vocabulary or concepts?
- Did the student require prompting or questioning from you during the retelling?

Students may read in either language, depending on how the material is being used. If a student struggles on every page, while reading in English, then he/she may not be ready to read independently. The student may require additional support.

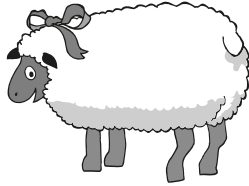
barn



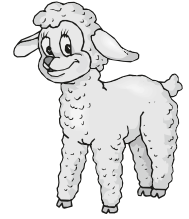
flock



sheep



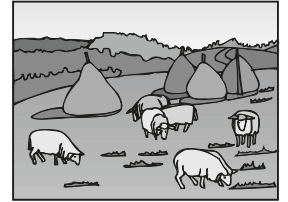
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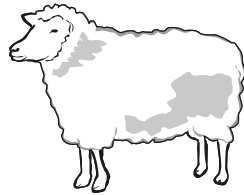
farmer



pasture



fleece



shear



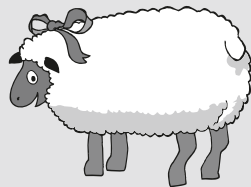
granero



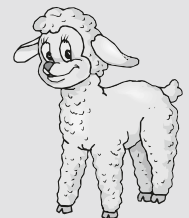
rebaño



oveja



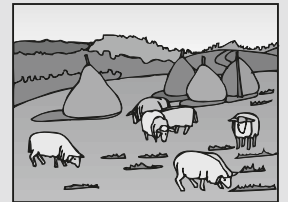
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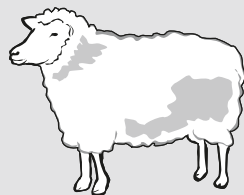
granjero



pasta



vellón



esquilar



Student Name: _____ Grade: _____ Teacher: _____

<p>A lamb is a baby sheep. Lambs run, jump, and play.</p>	<p>Have the student read aloud pages 4 - 20 from Animals That Live on the Farm – Sheep. Students should read the text accurately and clearly. Oral Reading Time: Minutes: _____ Seconds: _____ Oral Reading Accuracy Number of Words = 134 Each error = .75</p> <table border="0"> <thead> <tr> <th># of errors</th> <th>% score</th> </tr> </thead> <tbody> <tr><td>1</td><td>99%</td></tr> <tr><td>2</td><td>98%</td></tr> <tr><td>3</td><td>97%</td></tr> <tr><td>4</td><td>96%</td></tr> <tr><td>5</td><td>95%</td></tr> <tr><td>6</td><td>94%</td></tr> <tr><td>7</td><td>93%</td></tr> <tr><td>8</td><td>92%</td></tr> <tr><td>9</td><td>91%</td></tr> <tr><td>10</td><td>90%</td></tr> </tbody> </table> <p>Total Score _____ %</p>	# of errors	% score	1	99%	2	98%	3	97%	4	96%	5	95%	6	94%	7	93%	8	92%	9	91%	10	90%
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<p>Lambs drink milk from their mothers. Later, they can live on grass.</p>																							
<p>A ewe is a female sheep. A ewe knows its lamb by the smell.</p>																							
<p>In summer, sheep can stay outside. A group of sheep is called a flock.</p>																							
<p>In winter, sheep may stay in a shed or a barn. The farmer feeds them hay or grain.</p>																							
<p>Not all sheep are white. Some sheep are black, brown or gray.</p>																							
<p>Sheep have thick wool coats. A sheep’s coat is called its fleece. It never stops growing.</p>																							

<p>El cordero es una oveja recién nacida. Los corderos corren, saltan y juegan.</p>	<p>Have the student read aloud pages 4 - 20 from Animales que Viven en la Granja – Las Ovejas. Students should read the text accurately and clearly. Oral Reading Time: Minutes: _____ Seconds: _____ Oral Reading Accuracy Number of Words = 134 Each error = .75</p> <table border="0"> <thead> <tr> <th># of errors</th> <th>% score</th> </tr> </thead> <tbody> <tr><td>1</td><td>99%</td></tr> <tr><td>2</td><td>98%</td></tr> <tr><td>3</td><td>97%</td></tr> <tr><td>4</td><td>96%</td></tr> <tr><td>5</td><td>95%</td></tr> <tr><td>6</td><td>94%</td></tr> <tr><td>7</td><td>93%</td></tr> <tr><td>8</td><td>92%</td></tr> <tr><td>9</td><td>91%</td></tr> <tr><td>10</td><td>90%</td></tr> </tbody> </table> <p>Total Score _____ %</p>	# of errors	% score	1	99%	2	98%	3	97%	4	96%	5	95%	6	94%	7	93%	8	92%	9	91%	10	90%
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<p>Los corderos se alimentan con la leche de la madre. Más tarde se alimentan con hierba.</p>																							
<p>La oveja es la hembra. La oveja conoce a su cordero por el olor.</p>																							
<p>En el verano, las ovejas se quedan a la intemperie. Un grupo de ovejas se llama rebaño.</p>																							
<p>En el invierno, las ovejas se quedan en el cobertizo o granero. El granjero les da de comida, heno o granos.</p>																							
<p>No todas las ovejas son blancas. Algunas son negras, marrones (color café) o grises.</p>																							
<p>Las ovejas tienen capas gruesas de lana. Esta capa gruesa de lana se llama vellón. Nunca deja de crecer.</p>																							

Checklist for Setting up a Balanced Literacy Classroom for ELL Students

- ✓ Review all the available resources to support instruction.
- ✓ Determine what additional resources are needed to build a successful literacy program.
- ✓ Search for professional books and resources to supplement current materials.
- ✓ Change room arrangement, if necessary, to accommodate centers.
- ✓ Integrate and enhance centers to promote both languages.
- ✓ Assess and observe students to determine appropriate grouping of students.
- ✓ Determine when and how to use the Spanish/English segment of the book and arrange schedule to incorporate guided reading to help students become more proficient readers in both languages.
- ✓ Supplement with bilingual resources when possible.

Four Key Elements Before Introducing a Book or New Lesson

- Set the purpose for learning
- Establish interest and motivation
- Make connection to students' prior knowledge
- Provide background knowledge about the new vocabulary and concepts

Professional Resources for the Balanced Literacy Classroom

Here is a list of professional resources that may be helpful as you implement and refine your literacy practice with an emphasis on guided reading.

Ada, A. F. 2003. *A Magical Encounter. Latino Children's Literature in the Classroom.* Boston, MA: Allyn & Bacon.

Cary, Steven. 2000. *Working with Second Language Learners.* Portsmouth, NH: Heinemann.

Cunningham, P. 2000. *Phonics They Use. Words for Reading and Writing.* New York, NY: Longman.

Fitzgerald, Jill & Michael Graves. 2004. *Scaffolding Reading Experiences for English Language Learners.* Norwood, MA: Christopher-Gordon Publishers, Inc.

Freeman, David & Freeman, Yvonne S. 2004. *What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar.* Portsmouth, NH: Heinemann.

Hart-Hewins, L. & Wells, J. 1999. *Better Books! Better Readers! How to Choose, Use and Level Books for Children in the Primary Grades.* York, ME: Stenhouse.

Herrell, Adrienne & Michael Jordan. 2004. *Fifty Strategies for Teaching English Language Learners.* Upper Saddle Hill, NJ: Pearson, Merrill Prentice Hall.

Krashen, S. 2005. *The Power of Reading.* Englewood, CO: Libraries Unlimited.

Mooney, M. 1990. *Reading to, with, and by Children.* Katonah, NY: Richard C. Owen.

Nations, Susan, and Melissa Alonso. 2001. *Primary Literacy Centers: Making Reading and Writing STICK!* Gainesville, FL: Maupin House.

Nations, Susan, and Suzi Boyett. 2002. *So Much Stuff, So Little Space! Creating and Managing the Learner-Centered Classroom.* Gainesville, FL: Maupin House.

Parkes, S. 2000. *Read it Again.* York, ME: Stenhouse.

Professional Organizations

IRA International Reading Association
www.ira.org/

NABE National Association for Bilingual Education
www.nabe.org

TESOL Teachers of English to Speakers of Other Languages
www.tesol.edu/index.html

Information/Research Centers

CAL Center for Applied Linguistics
www.cal.org/

NCELA National Clearinghouse for English Language Acquisition
www.ncela.gwu.edu/

OELA The Office of English Language Acquisition
www.ed.gov/offices/OELA/

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